

2014

Part 1: Self-Assessment

A. Personal Background

Academic Background

- B.A. Psychology, University of Lethbridge
- B.Ed. Physical Education, University of Lethbridge
- M.S. Instructional Science, Brigham Young University
- M.L.S. (currently in program), University of North Texas
- Ph.D. Educational Inquiry, Measurement, and Evaluation, Brigham Young University

Library Experience

- Assessment Librarian, BYU: HBLL, 11 Nov 2013 to present.

B. Strengths

- I come with a strong background in educational design with a MS degree in Instructional Science from BYU and practical experience working in the K-12 educational system in Alberta Canada. I also have a PhD in educational research (EIME) from BYU with experience managing large research projects and participating in smaller research projects.
- I have 21 years of experience working in Alberta's K-12 education system primarily in junior and senior high school in physical education and mathematics. During this time I developed courses and course work in mathematics, health and physical education. The development included the integration of technology into course materials and presentation.
- I also have 11 years of experience in presenting professional development workshops in over 30 topics to teachers throughout Alberta. This included both in-person and virtual presentations.
- I have an unyielding desire to learn and grow personally and professionally.

C. Skills and Competencies

- I am trained and experienced in qualitative and quantitative research/assessment design, data collection and analysis.
- I managed a NSF-funded research study on engineering global virtual teams for three years (during doctoral studies).
- I have a strong work ethic.

D. Research Interests

- Strategic planning that integrates data collection
- Virtual/distance education
- Cross-cultural education
- Interdisciplinary research, education and collaboration

E. Citizenship Opportunities

- Abide by Honor Code
- Attend devotionals and forums
- Attend library-wide Meetings.
- Participate in library committees
- Participate in regional and/or national library groups as opportunity and time allow.

F. Areas I Wish to Develop

- I am completing my MLS degree at UNT and wish to be finished by the end of summer 2017.
- I would like to add to my repertoire of qualitative and quantitative methods for research and assessment.
- I would like to develop my writing and presentation skills.

Part II Professional Goals and Action Plans

A. Librarianship

Goal: Increase knowledge and understanding of library services and operations

Plan: Complete 6 courses (18 credit hours) towards MLS degree (2 courses/semester)

Goal: Publish and present on a library focused topic.

Plan: Make a presentation at the Library Assessment Conference and submit a paper to LL&M by the end of summer.

Goal: Engage in activities that encourage collaboration and support among colleagues, such as the CFS support group, faculty research group, Creativity, Innovation and Design (CID) center, persona development, etc.

Plan: Maintain and add collaboration partners in other colleges on campus to assist in assessment and research opportunities (e.g. Sociology, Anthropology, IP&T).

Establish and maintain a library research support group to encourage and foster library research.

B. Citizenship

Goals: Participate in activities that support library services and activities as well as develop personal relationships.

Plan: Join one library committee and participate in committee activities.

Accept reviewing assignments as they are presented and I am able to complete them.

Continue to serve as a reviewer for *Tech Trends*, engineering journals and American

Educational Research Association conference reviews as requested.

C. Mentorship

Since I do not have a teaching assignment in this position, but I do have contact with students who work in data collection and analysis, I am seeking to develop my mentorship skills and opportunities for students to learn and gain from those skills.

Goals: Develop and refine a mentorship plan that guides my actions to help mentor students in assessment activities.

Plan: Students currently working in the library on assessments will be asked to keep a weekly log of activities and interactions with myself and others. This will serve as a basis to discover what is and is not working well in the mentorship process.

PART III: Relationship Between Individual Goals and University Aspirations and Resource Needs

A. Relationship between Individual Goals and University Aspirations

In my first year in this position, I am seeking to find a balance in my work, personal goals and life. These comments relate to the goals found on the following table.

My first two goals seek to build relationships and provide service to others. This relates to the university goal in that as one serves others; one serves God. To me service is the embodiment of Christian learning and action. Through service on committees and through collaborative activities I believe that I will have the opportunity to provide such service and to receive service as I learn how to cater my research and assessment skills to library needs.

My next three goals relate to personal growth. Attending and presenting at seminars and conferences provides me with the opportunity to grow and gain personally so I can better serve. Reading books will also provide me with increased knowledge to assimilate into my assessment and collaboration practice. Teaching, where opportunities arise, is another manifestation of service as I help others to learn and gain that which I have. It also provides a learning opportunity as anyone who teaches properly is also learning as a student.

My next two goals refer to my belief of an individual as a student and a teacher. The first of these goals relates to becoming more integrated into the library community. As I complete my MLS degree, I will better understand how librarians think and function. This additional layer of knowledge will enable me to seek additional opportunities for service. The second relates to my role as a mentor. It involves teaching and sharing with students to help them improve and develop their research skills.

The final two goals relate to my scholarship that defines how I plan to share the new knowledge I have gained in this capacity.

Relationship between individual, department & university aspirations & needs table.

The following table provides the link between University, Library and Personal goals.

University Goals	Library Goals	My Goals
<p>1 .All students at BYU should be taught the truths of the gospel of Jesus Christ. Any education is inadequate which does not emphasize that His is the only name given under heaven whereby mankind can be saved. Certainly all relationships within the BYU community should reflect devout love of God and a loving, genuine concern for the welfare of our neighbor.</p>	<ul style="list-style-type: none"> • Improving discoverability of and access to resources—especially those unique to BYU—in order to support scholarship and to maximize our investment in acquiring and preserving this material. • Fostering deep collaboration that produces new knowledge (research) and facilitates learning. 	<ul style="list-style-type: none"> ○ Join one library committee and participate in committee activities (Jan 2014 to join; participation is ongoing) ○ Engage in activities that encourage collaboration and support among colleagues, such as the CFS support group, faculty research group, CID center, persona development, etc. (ongoing)
<p>2. Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.</p>	<ul style="list-style-type: none"> • Improving discoverability of and access to resources—especially those unique to BYU—in order to support scholarship and to maximize our investment in acquiring and preserving this material. • Providing spaces that facilitate collaboration, experimentation, creation, and discovery. 	<ul style="list-style-type: none"> ○ Attend 2 conferences/seminars outside of BYU – form networks for collaboration or service outside of BYU, make 1 presentation at one conference. (Dec 2014) ○ Read 3 books (in addition to UNT Course work) (Complete 1 per trimester) ○ Co-teach undergraduate courses (e.g. Anthropology 247) and workshops to BYU faculty where needed and appropriate.
<p>3. In addition to a strong general education, students should also receive instruction in the special fields of their choice. The university cannot provide programs in all possible areas of professional or vocational work, but in those it does provide the preparation must be excellent. Students who graduate from BYU should be capable of competing with the best in their fields.</p>	<ul style="list-style-type: none"> • Improving discoverability of and access to resources—especially those unique to BYU—in order to support scholarship and to maximize our investment in acquiring and preserving this material. • Providing spaces that facilitate collaboration, experimentation, creation, and discovery. 	<ul style="list-style-type: none"> ○ Complete 6 courses (18 credit hours) towards MLS degree (2 courses/semester) [Technically this is from UNT, but it furthers my educational goals at BYU.] ○ Develop a mentorship plan to assist my actions as a mentor and to help students be mentored better as they work on assessments in the library.
<p>4. Scholarly research and creative endeavor among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged</p>	<ul style="list-style-type: none"> • Fostering deep collaboration that produces new knowledge (research) and facilitates learning. 	<ul style="list-style-type: none"> ○ Participate and/or write 2 conference submissions (by Dec 2014) ○ Write and submit 1 article/quarter (Dec 2014)

B. Resources needed to accomplish goals

- I will need some funds to buy additional resources for adding to my qualitative and quantitative research skills. I am applying for the FDS grant to accomplish this goal.
- I need resources to attend conferences and workshops. The library administration has provided funds and opportunities far beyond what I had hoped for to help integrate me into library assessment and conference presentations.

PART IV: Summary of Goals

Please refer to table above for summary of goals.

PART V: Time Line for Accomplishing Goals 2014-2015

Please refer to table above for completion timelines.

Scholarship Strategies Project—Proposal Guidelines
Proposal due June 15, 2014

Strategy

As the Assessment Librarian I believe that strategic planning and the resulting evaluations should be the primary focus of my scholarship. However, as time permits, I will seek to publish in other disciplines as the opportunity for collaboration presents itself. I am using the chart below to help identify activities to sharpen my focus. It is listed as an example and will be periodically filled out as scholarship activities move through the planning, execution and dissemination cycle. The following are specific activities relating to my scholarship activity.

1. Finish publishing articles from dissertation.

- One article was accepted and published in the first quarter of this year. Another is under review.

2. Write new articles, focused in librarianship.

- I have an abstract accepted for *Library Leadership & Management* with a due date of 1 August 2014. I am currently spending 1-1 ½ hours weekdays reading and writing to complete this goal. Since I am required to get my MLS degree as part of my employment, I am folding the background reading on strategic planning within a library to a readings course for this degree. I hope to write a second article from these readings.

3. Conference Presentation.

- I have a conference presentation set for August 4-8, 2014 in Seattle. It folds in with the strategic planning in libraries articles with a twist using a Library Impact Map.

Each of these three tasks will be completed for submission by the end of the summer. From there I am supporting efforts of other librarians to write up studies in which they have been involved.

Throughout the Fall and Winter semesters I plan on folding in the persona studies we have conducted as another layer into strategic planning within the library for additional publications. As the persona studies are not yet finished, I have not determined the venue for presenting or publishing. I plan to ask library colleagues to review my manuscripts. I will also submit them to the Faculty Editing Service.

	This would not be helpful	I'm already doing this	This might be useful	
Getting ideas				Discuss ideas for research and creative works with colleagues.
				Read in a new area or on a new subject.
				Set aside a regular time (each week/month) to stay current on the literature or the latest creative activities in your discipline.
				Share key parts of your research in your classroom teaching.
				Join a new professional association, attend different professional meetings, subscribe to new journals.
Research & Data Analysis				Develop your ability to use more complex data analysis techniques or institute tighter systems for data collection and analysis.
				Regularly involve students in research and/or creative works.
				Apply for a Mentoring Environments Grant (orca.byu.edu) or encourage students to apply for ORCA scholarship grants.
				Learn to use the Center for Statistical Consultation & Collaborative Research (http://statistics.byu.edu/content/consulting-center).
Writing				Learn to access databases relevant to your discipline. The Harold B. Library offers access to hundreds of databases.
				Set aside daily blocks of time to write or work on creative activities—at least 15-30 minutes each day. Don't wait for large blocks of time!
				Write/create in a setting away from your office and phone (at home, in the lab or studio, in the library, etc.)
				Have "writing office hours." Don't answer the phone, email, or the door during your writing hours. Post a sign on your door so visitors will know when you will be available.
				Begin writing as soon as you begin a project. Don't finish the literature review or research first: write as you read and research.
Feedback				Note names of established scholars in your research area and develop strategies for initiating conversations with them regarding areas of common interest.
				Share early drafts of your work (even at the outline stage). Commit to having a number of colleagues review your work as it progresses.
				Hold yourself accountable to a supportive partner. Report regularly.
				Meet regularly with peers (and/or research assistants) to share drafts and get feedback.
				Send drafts to the Faculty Editing Service for review and feedback (http://fc.byu.edu/jpages/byuhome/editing.html).
Publishing				Talk to a potential editor/publisher/producer about work you are proposing. Find out if it will be suitable for that venue and explore ways to make it more appropriate for that audience.
				Submit cover letters, abstracts, sample chapters, or plans about your research to several publishers/producers.
				Don't wait until you have "perfected" your piece. Get it into an editor's (or producer's) hands as soon as you can. Set deadlines.
				Have a back-up plan in case a piece is rejected. Have envelopes prepared and ready to send to the next potential venue.
Other				Take a fresh look at familiar scholarship topics or questions (e.g., from an LDS or faith-based perspective)
				Develop organizational skills: prioritize, simplify, delegate tasks to others.

Citizenship Project

My citizen project has three parts.

First, within the library I have joined the Activities Committee. My assignment within this committee is to conduct write-ups introducing new full-time employees within the library. I also seek to support the two main activity committee projects of the year – the summer picnic and the Christmas dinner. Where needed, I will offer my assistance and support for planning and implementing. I plan to continue with this assignment.

Second, within the BYU community, I will be working with the College of Engineering and Technology and the Kennedy Center to develop assessments to help indicate student learning for those participating in Study Abroad programs. This committee has just formed (only 1 meeting at the time of writing) and regular future meetings will occur where I will participate as able and needed to collaborate and contribute to this effort.

Third, outside of the BYU community, I have volunteered to review articles submitted to various journals (e.g. *Tech Trends*, *European Journal of Engineering Education*, etc.) and for conference presentations for the American Educational Research Association (AERA). I plan on continuing this level of participation for these organizations. Depending on the time commitment and length of the Study Abroad Assessments, I may look for opportunities to serve within regional or national library associations.

Course Development Project—Grant Proposal

Date: 23 May 2014

I am seeking the \$300 Course Development Project Grant. I plan to use this money to purchase resources that students and I may use to better understand assessment methods and analysis procedures for both quantitative and qualitative methods. As the nature of the mentorship experience will vary depending on the assessment task, I plan to develop and/or select materials that both the student and I may use to better understand the assessment methods.